



BEFARe

Basic Education for Afghan Refugees

Annual Report 2001



German Agency for Technical Cooperation
Deutsche Gesellschaft für Technische Zusammenarbeit GmbH

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INTRODUCTION

Mission Statement

To Improve the access and quality of education for displaced and under privileged, through promotion of learner centered approaches, participation and empowerment. Towards this aim, BEFARe continuously updates its resource base (T/L material, methodologies and expertise) by adapting pedagogical developments and innovations.

The project “Basic Education for Afghan Refugees” (BEFARe) is implemented by German Technical Cooperation (GTZ) and is one of the largest projects for refugee education worldwide. The project was established for provision of formal and non-formal education to the refugee community housed in the camps in the province of NWFP. It has been supported, since its inception in the late eighties by the German Government (through its Ministry of Economic cooperation and Development, (BMZ), the United Nations High Commissioner for Refugees (UNHCR) and more recently, the Department for International Development (DFID) of the British government and the World Bank (WB).

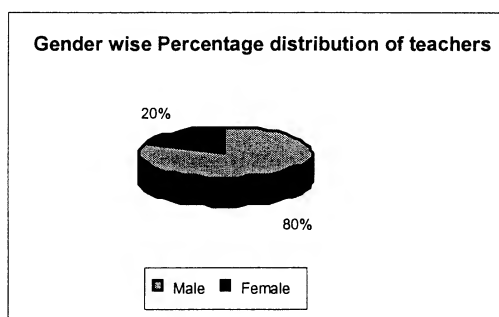
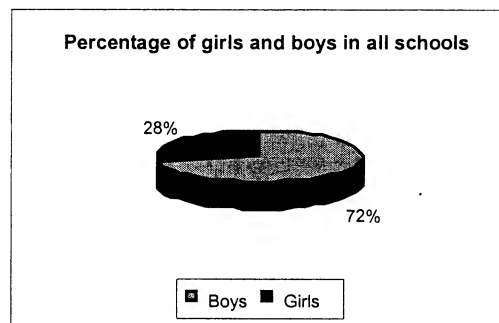
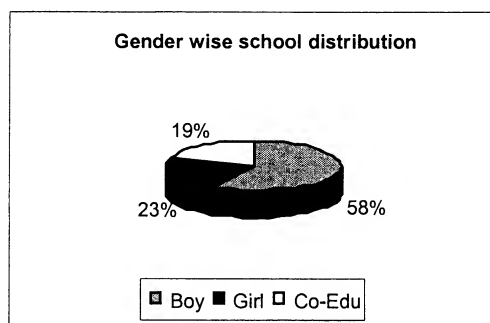
The project has activities in formal as well as non-formal education. It has been developing textbooks, providing teacher training, monitoring and supervision of teachers, and support and training of school management committees. The BEFARe organization is divided into three main organizational units, which are:

- Central services (external affairs, central administration, finance and internal support)
- Formal Education (school management, quality and training, community participation and development and production and publication)
- Non-formal education (Mother and Child Health Programme, Literacy and Home schools for boys and girls.

Activities at a Glance

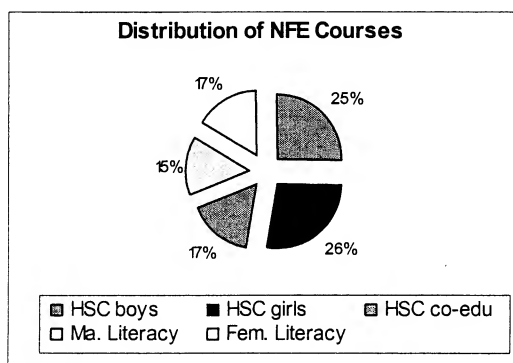
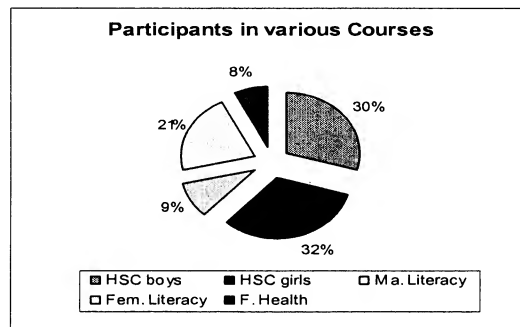
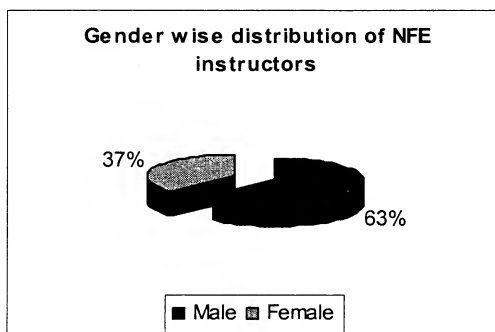
Formal Education

Following is the graphical presentation of the Formal Education schools, student's enrollment and teachers.



Non-Formal Education

Following is the graphical presentation of the Non-Formal Education courses, participants and instructors



THE ORGANIZATION

BEFARe has been working through its three main organizational units. The Central Services is mainly the guiding and steering unit, which plans, directs and coordinates the implementation of objectives through the Formal education and Non-formal education units. The Central Services, Formal and Non-Formal Education further comprise of operating sections. They are:

Central Services

- a) External Affairs
- b) Central administration and Finance
- c) Internal Support Unit

1. Formal Education (FE)

- a) School Management (SM)
- b) Quality and Training (Q&T)
- c) Community Participation and Development (CP&D)
- d) Production and Publication (P&P)

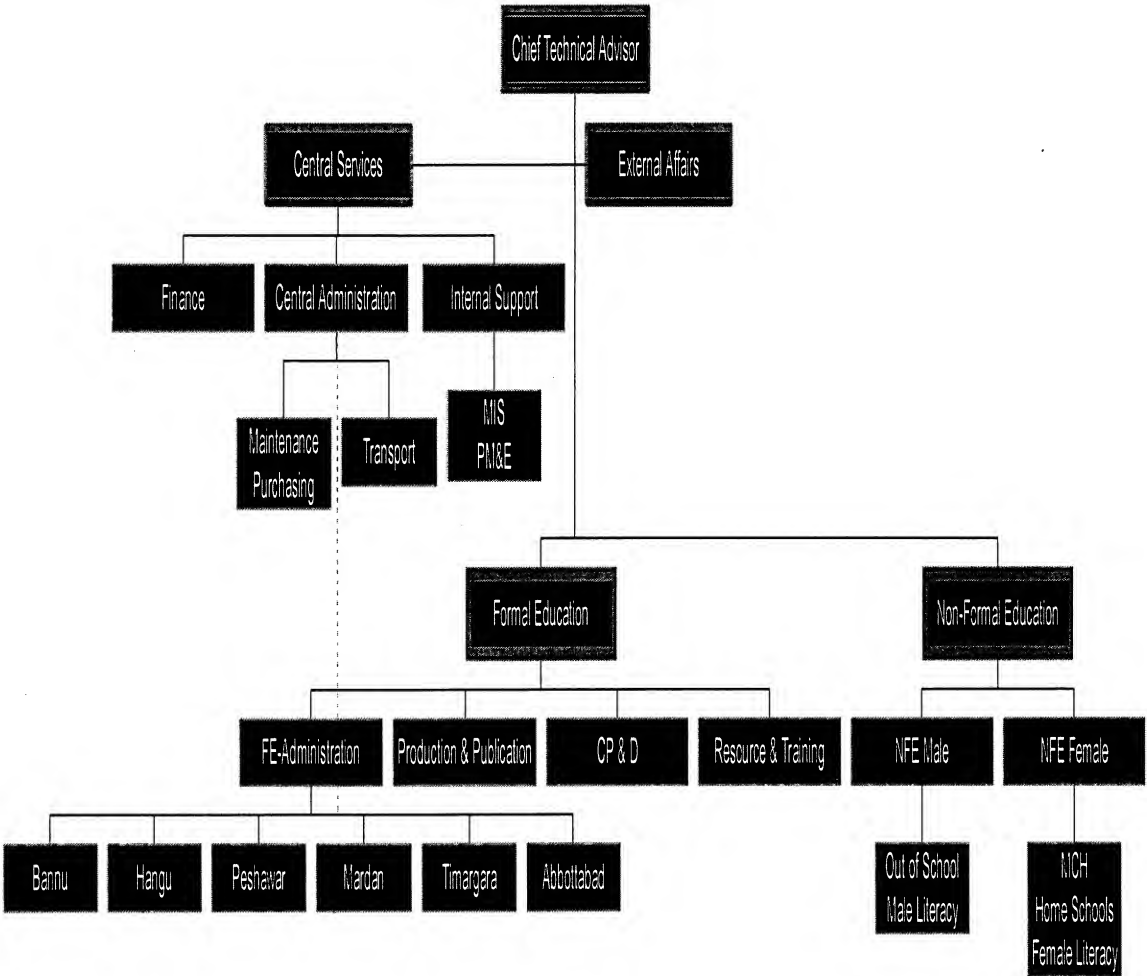
2. Non – Formal Education (NFE)

- a) Mother and Child Health Program (MCH)
- b) Literacy (male and female)
- c) Home Schools (boys and girls)

The project is not resistant to change. In keeping pace with continuously changing situations, a need to redefine roles and engagements was felt. It now plans to modernize its organization in accordance with the new requirements in the year 2002.

The Annual Report for the year 2001 aims to elucidate the project activities and results in pursuance of its well-defined goals.

.....Project Organigram.....



PROJECT ACTIVITIES

1. Central Services

a) External Affairs

Since all the donors are initially engaged through the External Affairs component, it serves as a vital link of communication and coordination with the donors. The main responsibility of this unit is identification of areas of common interest for donor activity. The External Affairs strives to explore ways to engage new donors for expansion in activities or existing project needs. Subsequently, it is involved in reporting and submitting organized information about the performance of various implementing units of the project to respective donors. It also ensures that the respective units implement the terms of engagement reached upon with various donors. In this connection the External Affairs assumes the primary responsibility of initially guiding, directing and helping in implementation of the activities as originally submitted to the donors.

During the year 2001, External Affairs played an important role in ensuring and maintaining regular communication, reporting and acted as a link between the project implementation and national, international partners, agencies, NGOs and government organizations like CAR, SAFRON, UNHCR, DFID, the World Bank. The unit is proposed for added responsibility through changeover to the Consultancy Services Unit in the year 2002.

b) Central Administration and Finance

Since GTZ-BEFARe is also running tri-lateral project components funded by various donor organizations, task of the Administration and Finance unit is to record, coordinate and ensure timely fund flow for various section activities. It also ensures that the financial operations regarding various fund-heads are systematically reported to the donor organizations. Furthermore, it supervises and ensures the financial management control of the project through activities like book keeping, on-time disbursement of funds for salaries, procurement and other needs.

The administrative affairs of the project are also looked after by this unit and supported by 5 Administrators at the sub-centre level. Administrative tasks are the maintenance of sub-centres, repairs of vehicles, distribution of textbooks/materials, payment of incentives/salaries, procurement etc.

d) Internal Support Section

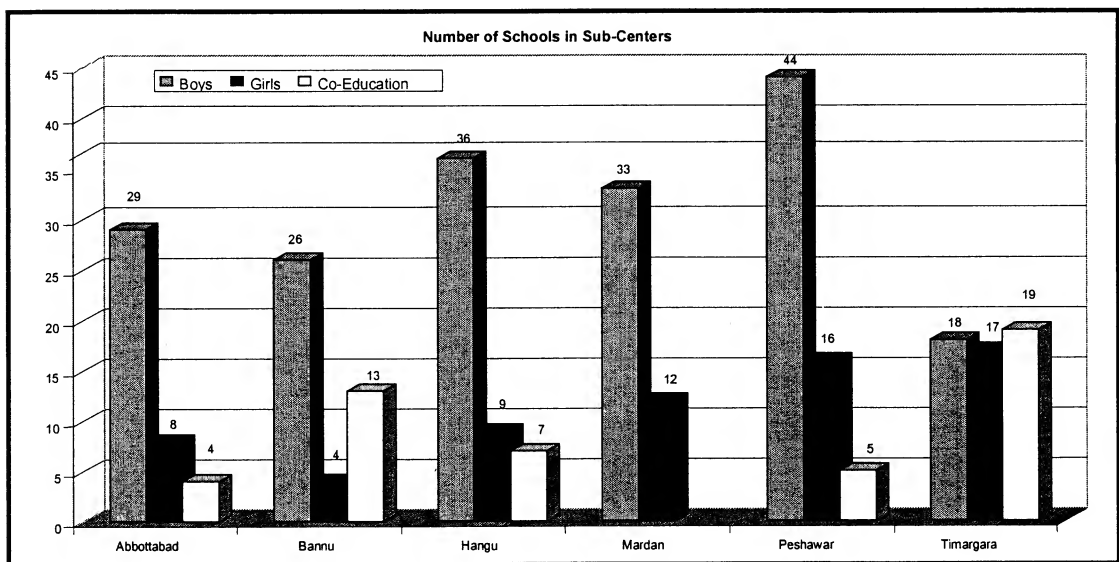
The Internal Support unit pursues statistical aspects of the project by maintaining, recording and manipulating data and information in the computerized databases for policy formulation and decision-making. It has established PM&E (Participatory Monitoring and Evaluation) learning group structures that monitor and evaluate the project activities. The PM&E learning group structure ensures the participation of the various stakeholders (staff, communities, etc) in the monitoring, evaluation and

reporting of the activities. Network management and maintenance of computerized inventories are also the responsibilities of this unit.

An efficient information-flow structure serves as an effective tool in planning, decision-making and implementation of the project activities. It provides the required feedback from the field and recommends various methods for improvement in service delivery to the target communities. A fully functional PM&E learning group structure at Formal Education side has started proving qualitative data to the management for decision-making. Adjustment of the PM&E concept to make it an integral part of the OD structure and system was considered essential. The organization training to approximately 855 different stakeholders in PM&E concept was provided inline with this idea. The unit was successful in formulating a reporting system that linked the reporting to the decision making at the respective level of micro and macro management. The system works in pursuance of the principles of integration, participation, negotiations, learning and flexibility.

2. Formal Education (FE)

In order to implement the adapted international methodology of learning and teaching, GTZ-BEFARe has remained very active and innovative, during the reporting year, in the implementation of basic education for Afghan refugees.



The smooth and successful implementation of education has been made possible by steering the activities in 4 different but interlinked channels which are as under: -

1. *School Management (SM)*
2. *Quality and Training (Q&T)*
3. *Community Participation & Development (CP&D)*
4. *Production and publication (P&P)*

a) School Management

In view of the need to maintain quality education standards, GTZ-BEFARe has always strived in allocation of the human resource, production and provision of teaching and learning materials for different grades. It has also been maintaining standards through various teacher trainings, student-parent and teacher relation

Grades	Boys	Girls	Total
I	21,510	7,946	29,456
II	15,762	5,824	21,586
III	12,352	4,502	16,854
IV	9,411	3,291	12,702
V	6,502	1,462	7,964
VI	4,298	783	5,081
Total	69,835	23,808	93,643



through community participation. For the reporting period, the grade wise enrolment of 301 schools (183 boys, 66 girls and 52 co-education schools) is as follows: -

Hence, out of the total enrolment of the students in all the grades, 74% of the total student enrolment is recorded for boys while 26% is recorded for girl students.

The annual examinations were monitored by the respective sub-centers as well as by the teams from main office. In the session (2000-2001) 89,788 students, comprising of 67,270 boys and 22,518 girls appeared in the annual examination. Out of these 73,216 (81%) students, comprising of 55,859 (83%) boys and 17,375 (77%) girls passed the examination.

The following table provides detail statistics of students' performance in the annual examinations of each sub-centre:-

Sub-Center	Appeared			Pass			Fail			Pass %ages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	over all	Boys	Girls
Abbottabad	11,382	2,655	14,037	9,375	2,250	11,625	2007	405	2412	83%	82%	85%
Bannu	6,705	546	7,251	5,745	389	6,134	958	157	1115	85%	86%	71%
Hangu	11,995	2,263	14,258	10,078	1,877	11,955	1917	386	2303	84%	84%	83%
Mardan	9,897	2,761	12,658	7,678	2,153	9,831	2249	622	2871	78%	78%	78%
Peshawar	19,818	7,343	27,161	16,706	5,684	22,390	3133	1692	4825	82%	84%	77%
Timergara	7,473	6,950	14,423	6,277	5,004	11,281	1202	1951	3153	78%	84%	72%
Total 2000-01	67,270	22,518	89,788	55,859	17,357	73,216	11,466	5,213	16679	82%	83%	77%

Various other activities carried-out in 301 schools during the year 2001 are as under:

School repair and maintenance:-

In order to help maintain the learning environment in schools, school repair and maintenance is considered a very important activity. This is achieved through the active involvement of communities in the school affairs. It has become possible to carry out repair and maintenance with their help. The community involvement is continued for a sustainable development of schools in the target areas.

The following table shows details of repair and maintenance carried out during 2001 through community support.

Sub-center	Class room constructed			Veranda constructed			Toilet constructed		
	Schools	No. of rooms	Amount spend in Rs	Schools	No. of verandas	Amount spend in Rs.	No. of Schools	No. of Toilets	Amount spend in Rs.
Abbottabad	5	7	41158	-	-	-	4	5	8420
Bannu	4	8	19411	1	1	3500	-	-	-
Peshawar	16	27	180084	3	3	22241	6	12	19175
Mardan	13	21	137440	1	1	5000	1	2	Free
Hangu	9	15	124831	-	-	-	4	4	7970
Timergara	2	2	8500	1	1	2082	-	-	-
Female	2	4	23880	2	2	4682	4	4	9471
Total	51	86	535304	8	8	37505	19	27	45036

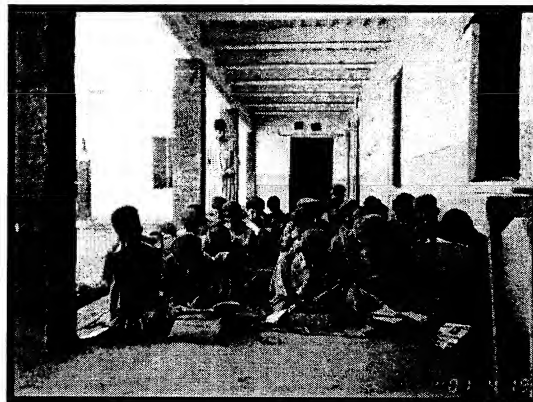
Besides construction, through CP& D unit, some additional construction was also carried out through a special grant (one time assistance) provided by UNHCR. The said activity was a full time and sensitive job, which was very carefully and thoroughly checked and monitored by the joint team of (UNHCR, CMs, and Administrators). The unit successfully fulfilled the construction exercise in all the operational areas. The important feature of the exercise was a practical contribution (both physical & financial) of SMCs / community in the construction process.

Details of utilized funds for repair and construction are as under:

Sub-center	No. of schools	Rooms constructed	Toilet constructed	B. Wall constructed	Amount received	Amount utilized	Community contribution
Abbottabad	13	27	-	-	542800	542800	
Bannu	5	16	1	1	310558	334818	18340
Peshawar	10	20	1	-	311558	333911	22353
Mardan	14	22	2	3	376200	383200	7345
Hangu	10	24	6	1	325732	381592	55860
Timergara	14	34	11	1			
Total	66	143	21	5	1866848	1976321	103898

Establishment of new schools

Since the community had been demanding the establishment of new schools, GTZ - BEFARe prepared a criterion for the establishment of the new schools. Only those schools were to be considered for established in camps that fulfilled GTZ - BEFARe criteria.



The main features of the criteria are as:

- written request by the community for establishment of the school
- distance from the already existing GTZ - BEFARe school
- number of school going children in the camp
- community's willingness to provide school building
- school staff to be recruited according to GTZ - BEFARe standards

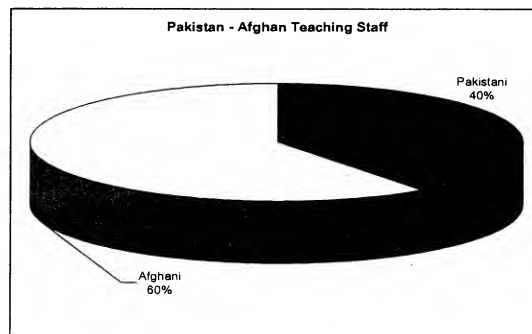
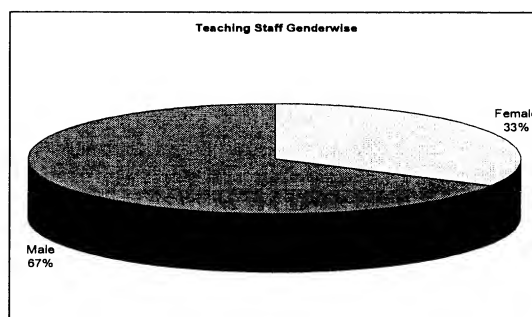
During the reporting period the project established 16 new schools (11 girls, 3 boys and 2 co-education) in its implementing area. It resulted in the provision of education to a total of additional 4,065 students, out of which 2,074 were girls and the remaining 1,991 were boys.

Necessary material and stationary such as books, pencils, soft-boards, chairs, tables etc. have also supplied to the new schools.

Recruitment of new teachers: -

The recruitment of staff for the already established and new schools was made on merit. A large number of candidates, for the posts of teachers, took the test and were interviewed from 12th April to 24th April. Finally 215 (129 Afghans and 86 Pakistani out of which 71 were female and 144 were male) teachers were selected on merit as per the requirement of GTZ-BEFARe selection criteria. The allocation of selected teachers to the operational sub-centers (including the female sub-centers) and newly established schools were made keeping in view the following points: -

- increase in enrolment at the beginning of new academic year
- to decrease teacher / students ratio



- to equalize teacher / students ratio in the all sub-centers
- recommendations by the UNHCR field Officers

Criteria for the teacher's selection are as under:

1. at least matriculation for Pakistani and 12th grade educational qualification for Afghan candidates
2. priority to be given to the inside camp resident candidates for Afghan candidates
3. candidates have to qualify the teacher's recruitment test

The new recruitment procedure for the teachers was the same as has been introduced in the year 2000 with its main features as: -

- announcement for the vacancies and 2 weeks time for the submission of applications on specified form with the photographs of the applicants
- preparation of question paper by a committee instead of one person
- sub-centers receiving sealed papers for teacher testing
- checking of test papers by the paper checking committee
- results entry in the computer database
- interviews conducted by a committee

School Monitoring

Regular monitoring of schools took place every month in all the sub-centers and in every school by the concerned Master Trainers (MTs) and Field Education Supervisor (FESs).

Regular school monitoring, focused on the following two areas:-

Administrative

- teachers arrival in schools
- morning assembly organization
- discipline among teachers and students
- teachers and students attendance
- school cleanliness
- students uniform
- schools physical environment
- repair and construction
- need assessment

Pedagogical

- teaching methods of teachers and use of Teaching Aids
- evaluation of students in different grades and different subjects
- reading and writing skills of students

Surprise visits

Introduction of surprise visits to the schools has caused an overall improvement of school learning and teaching environment. Most of these visits were made on official holidays i.e. Saturday by involving project staff. Relocation of the project staff from hilly to plain areas and vice versa was made in this regard whenever any of the respective area was observing its vacations.

Recollection of books

During the reporting period, the project has recollected 86,271 old useable books from the last year session and the students utilized the same books in addition to the new books. The detailed sub-centre wise report of recollected books is presented as follows: -

Sub-centers	Pashto books				Math books				Urdu books				
	G- III	G-IV	G-V	G-VI	G-III	G-IV	G-V	G-VI	G-II	G-III	G-IV	G-V	G-VI
Timergara	872	704	474	258	418	629	422	241	440	733	438	369	211
Hangu	652	658	522	353	281	293	394	324	828	686	610	360	8
Peshawar	1,244	1,578	1,016	622	770	1,047	765	591	815	1,288	1,347	681	435
Bannu	137	156	152	92	111	130	83	28	203	141	143	128	86
Mardan	0	545	300	150	150	755	700	260	200	50	0	40	185
Abbottabad	297	280	256	122	212	264	196	99	278	301	192	188	89
Total	3,202	3,921	2,720	1,597	1,942	3,118	2,560	1,543	2,764	3,199	2,730	1,766	1,014

Meetings

In order to improve cooperation, coordination and implementation of activities as per the agreed operational plan submitted to the donors and other agencies, the project staff i.e. Head of FE, Coordinators, Administrators, CMs and MTs have been holding regular meetings on various aspects at the main office and sub-centers.

b) Quality and Training

The quality and training unit is mainly responsible for the provision of quality education and maintaining high educational standards. The main activities that this unit has been carrying out during the reporting period are as under: -

Recruitment of new teachers

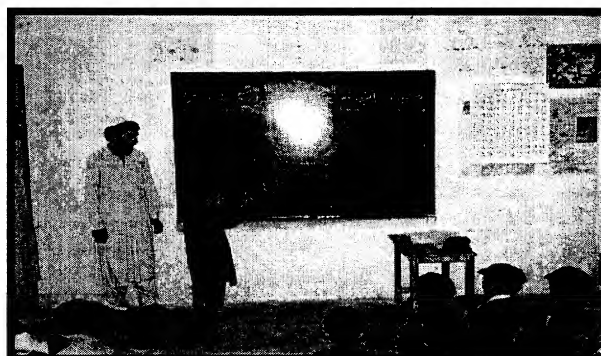
Quality and Training unit remained involved in the process of additional teachers'. It carried out all the procedures specifically: -

- Collection of applications from the candidates
- Preparation of papers
- Conducting of test and interviews
- Marking of the papers

Teacher training

In teacher training, provision of basic training to the newly recruited teachers and refresher training to the identified weak teachers is the highest priority. Teachers training seminars have been regularly arranged by GTZ-BEFARe through need assessment. BEFARe's teaching methodology was strictly followed. The main topics of the teacher training seminar were: -

- Introduction of BEFARe's produced teaching aids
- General pedagogy
- BEFARe's teaching methodology
- Introduction of workbooks and teaching guides
- Teaching in non-BEFARe produced materials



During the reporting period, basic training was provided to 293 (187 male and 106 female) teachers for 10 days and refresher training was provided to 200 (131 male and 69 female) teachers for a duration of 5 days.

The sub-centre wise break down of teacher training has been presented in the following table:-

Sub-centers	Basic training		Refresher training	
	Male	Female	Male	Female
Abbottabad	47	12	27	12
Bannu	19	10	11	-
Hangu	19	27	11	7
Peshawar	24	25	45	22
Mardan	74	20	34	10
Timergara	4	12	3	18
Total	187	106	131	69
	293		200	

Pedagogical monitoring

The Master Trainers (MTs) were made responsible for the pedagogical monitoring to achieve and maintain teaching standards and enhance the quality of education, as planned in its planning phase of 1998. In order to improve performance and measure the effectiveness of the teacher training done by Quality and training, regular follow-ups were carried out through different methods. As BEFARe's teaching methodology basis on child-centered approach, therefore, during pedagogical monitoring, it ensured that these approaches were followed.

The monthly detail of the schools monitored during the reporting period is mentioned in the following table:-

Sub-centers	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Abbottabad	12	11	12	18	19	4	4	4	14	26	30	12
Bannu	11	17	9	16	10	3	3	-	15	19	9	12
Mardan	11	25	18	14	5	-	-	-	11	13	18	15
Peshawar	43	36	26	27	60	-	-	-	40	50	39	40
Thall	9	11	18	7	16	-	-	-	16	16	25	21
Timergara	-	-	20	21	20	25	2	5	21	23	9	-

Focal point Activity

During the year 2001 392, including 78 female teachers participated in subject upgrading sessions. It was conducted concurrently for one week in 13 centers including, Timergara, Hangu, and Mansehra, from 19th to 23rd February. All topics of 5 subjects of grade 4 (Science, Social Studies, Math, English, Fiqa Aqaid) were covered. At the end of Focal Point activity, all the participants were tested and the results were observed to be satisfactory.

On-the-job training

MTs regularly monitored the process of on-the-job training of teachers conducted by the FESs. Teachers and students evaluation systems were been introduced and initiated to identify good teachers and students during on-the-job training sessions. Details of the on-the-job trainings conducted by the FESs are as under:-

Sub-center	No. of FESs	Lessons monitored by FESs		No. of teachers monitored	Time spent in classrooms (in hours)
Abbottabad	8	334	1735	2069	1379
Bannu	8	257	1770	1283	332
Female	14	24	187	439	292
Hangu	11	559	2251	1589	2639
Mardan	7	386	3349	2230	2591
Peshawar	12	323	2074	2507	2890
Timergara	13	454	5071	2732	3683
Total	73	2337	16437	12849	13806

Appreciation Certificates

The introduction of *teacher / student evaluation system* has made it very easy to identify good teachers and students. Teachers with excellent standings have been given certificates to motivate them. Similarly, good schools have also been given certificates commending their performance. This activity led to healthy competitions

among schools, teachers and students, which were very effective in achieving standard results.

c) Community Participation

The year 2001 saw Community Participation & Development (CP&D) unit grow in stature. It focused on capacity building of the Afghan refugees in the context of voluntary participation, both in the financial and physical sense for a more self-reliant educational process. It is now proposed for 2002 that, the role of CP&D be further enhanced, as its support is also required in various other objectives of the project in the NFE unit. Presently, it mainly supports the Formal Education (FE) unit activities.

The unit committed itself to the over all goal of ***“enabling the Afghan refugee communities to gradually take over the proportional responsibility of their children’s education”***. The CP&D unit designed its field work to enable the possible involvement of the School Management Committees (SMCs) in particular and other camp communities in general through voluntary and self-determined participation which eventually lead to refugee ownership of educational interventions.

The SMCs were further engaged by the project in the following activities to: -

- Convey knowledge to the refugees for enabling them to utilize their internal resources through their own individual and collective innovative efforts.
- Encourage innovation and priorities of the refugee community for educational developments.
- Practice community participation in the delivery of quality education program.
- Create self-reliance and its sustainability in the educational sector.
- Engage SMCs and the community organizing different campaigns at school level to create awareness and sense of responsibility like:
 - a. school uniform campaigns to bring discipline in the institution and uniformity among the students
 - b. cleanliness campaigns to provide better environment within the school and put sense of responsibility among the students in their growing period
 - c. tree plantation campaigns to encourage community participation and sense of environmental development and its protection
- Assist the project to reduce the dropout of students.
- Minimize students’ absenteeism.
- Increase students enrolment (specially in girls education)
- Involve the community in the repair and maintenance of school buildings and infrastructure.

The application of various approaches, both professional and traditional, by engaging the SMC/community in different activities, enabled them to take effective control of their own development and helped in bringing about positive changes in their collective behaviour.

Activities of CP&D section

In order to further strengthen the project's expertise and to engage the communities at the grassroots level, the project appointed 16 Community Participation Field Assistants (CPFA) with the intention to expand the interaction with the community besides the formation of additional School Management Committees (SMC) in the schools.

The Community Participation Field Assistants were made responsible to assist the unit in promoting the concept of community participation by streamlining different activities i.e.:-

- general awareness in the camps
- community motivation and mobilization
- community organization in a manner to develop trust and acceptance
- extend door to door visits to the community for the achievement of different objectives and targets
- encourage the dropped-out students back to school
- assist the Community Motivators in the identification of different community resources and their proper utilization
- assist the Community Motivators to motivate the community to increase enrolment in the schools

Community Participation Plan of Operation

In the year 2001, CP&D unit prepared the Plan of Operation and set targets based on different field activities including the capacity building of the SMCs and communities. This Plan of Operation also served as a guideline for the Community Motivators (CMs) and at the same time was a self-assessment checklist. The unit was able to follow the Plan of Operation and achieved encouraging results.

Human Recourse Development (formation of SMCs)

Human resource development in any developmental project is a benchmark for achievement of overall goal and objectives of the project. Therefore, the CP&D unit made effective efforts in the establishment of SMCs and their subsequent training. The action is directly contributing to building up their capacities for further promotion of community participation on more sustained basis.

Training Manual for School Management Committees (SMCs)

As a training tool, the training manual for School Management Committees was prepared by the CP&D unit. The purpose of this manual is to improve the available training materials and further build the capacity and skills of the SMCs to effectively perform their responsibilities. It is also expected that this manual will guide the trainers/facilitators in planning and conducting specific training for SMCs.

Training/Seminars/ Workshops

All CMs received a three day "Action for the Right of the Children" (ARC) training with main emphasis to develop the staff skills, knowledge and promote child right in the refugee community. The training was organized by the Save the Children (Sweden), Peshawar.

Basic and Refresher Training to the SMCs

The concept behind SMCs training is to improve their skills and capacities in community participation and development so as to organize the Afghan refugee community to not only take the overall educational responsibilities in the future but also to take part in other community development programs e.g. rehabilitation, reconstruction, social development through self-help participation. Such trainings were given to the SMCs on the following aspects: -

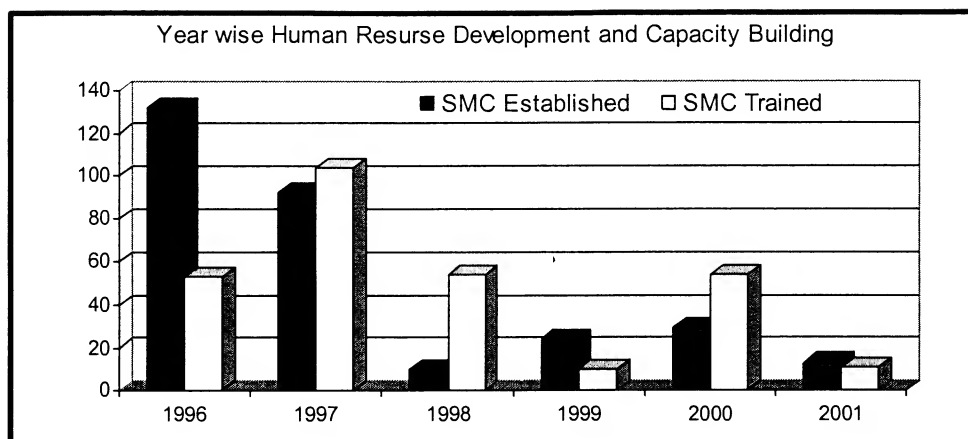
- educational awareness and its importance in the community
- community motivation for enabling them to take over proportional responsibilities of education
- community organization to effectively promote the concept of community participation and development
- community mobilization to encourage self-reliance and sustainability
- capacity building enabling them to take initiatives, identify resources, problems and their solutions

Details of the SMC's establishment and training in the year 2001 are as under: -

Sub-center	SMC's establishment		SMCs received Basic Training		SMCs received refresher Training	
	No. of SMCs	Members	No. of SMCs trained	Members	No. of Refresher trainings	
Abbottabad	3	33	-	-	7	93
Bannu	-	-	-	-	10	103
Peshawar	2	28	3	40	15	170
Mardan	-	-	1	12	6	71
Hangu	1	15	1	10	8	102
Timergara	-	-	-	-	8	116
Female	7	80	6	76	16	204
Total	13	156	11	138	70	859

Table: Summary of SMC's detailed record for the period of 1996- 2001:

Sub-center	Total No. of schools	SMCs established		SMCs trained	
		No. of SMCs	Members	No. of trained SMCs	Members
Abbottabad	33	33	322	30	289
Bannu	40	40	413	40	413
Peshawar	49	49	488	49	488
Mardan	33	33	287	33	287
Hangu	43	43	569	43	569
Timergara	37	37	422	37	422
Female	66	57	715	55	673
Total	301	292	3216	287	3141



Refresher training to SMCs during reporting year of 2001:

Sub-center	2001	
	No. of SMCs trained	Members
Abbottabad	7	93
Bannu	10	103
Peshawar	15	170
Mardan	6	71
Hangu	8	102
Timergara	8	116
Female	16	204
Total	70	959

Capacity building of target group

Capacity building in community participation means change in social-cultural behavior, knowledge and experience. The main objective of the community participation unit is to mobilize the community and enable them to take initiatives, identify their problems, resources, and solve the issues by themselves by mobilizing indigenous resources. The interest and voluntary participation of SMCs and community in different activities such as:

- Establishing good relation with the students/ parents and inviting them to discuss various issues related to the school,
- Communication and correspondence with project officials and other concerned,
- Organizing and participating in different functions for the encouragement of the students and their awareness in general
- Participating regularly in the monthly SMC meetings at school level regarding schools affairs.
- Voluntary fund raising on need basis for the accomplishment of various activities i.e.
 - a. Repair and maintenance of school building
 - b. Additional construction in the schools
 - c. Provision of additional facilities in the schools
 - d. Drop out problems etc.

Financial resources development

Fund raising is indeed the core issue of any development project. Therefore, CP unit does not only give training on community motivation and mobilization but also concentrates on the resource development and its judicious utilization of available resources. Usually the community contribution in terms of fund raising for school development are made on need basis decided by the SMCs to meet the certain requirement for which no funds are available from the implementing agency.

The main field for which the community made financial contribution besides the physical input was:

- Repair and maintenance of the school building and infrastructure.
- Additional construction in the schools on need basis.
- Improving the school learning and physical environment.
- Wells excavation.
- Payment of rent/ lease of some of the schools.
- Payment of utilities bills (water + electricity's facilities)
- Arrangements and organizing different school functions.
- Tree plantation.
- Sports competitions.
- Provision of additional facilities in the schools.

Financial and physical contributions are though not sufficient to meet all diversified needs independently. However, it shows the commitment of SMCs/ community members to take initiatives according to their capacities and realizing sense of responsibilities.

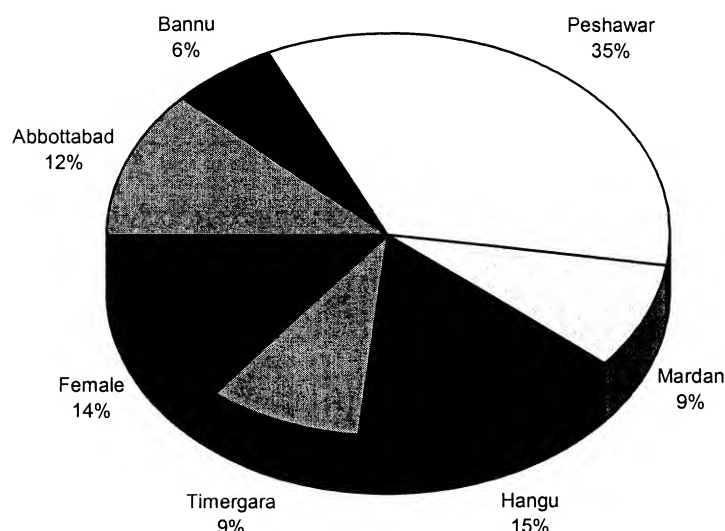
The voluntary funds so collected by SMCs through community were spent on the above-mentioned activities and book keeping were maintained.

During the year 2001 overall 94% of the SMCs / community raised funds in different schools of the project operational area.

Sub - center wise fund raising during different tenures:

Sub centers	Year 2001		1996 - 2001	
	No. of schools	Fund raised in Rs.	No. of schools	Fund raised in Rs.
Abbottabad	31	205,704	31	633,105
Bannu	35	138,966	40	334,494
Peshawar	49	805,634	49	1,832,967
Mardan	32	288,703	32	463,229
Hangu	43	421,266	43	817,712
Timergara	35	164,195	35	474,547
Female	59	389,911	59	772,610
Total	284/301	2,414,381	289/301	5,328,664

Sub-Center Wise voluntary financial contribution



Fund raising for school development

The main fields for which the community made financial contributions beside the physical input were for:

- Construction of new rooms in schools with UNHCR provided fund
- Repair and maintenance of school buildings and infrastructure
- Additional construction in the schools on need basis
- Arrangement and/or organizing different school functions
- Improving the school learning and physical environment
- Wells digging and excavation
- Payment of rent/ lease of some of the schools
- Payment of utilities (water, electricity etc.)
- Tree plantation
- Purchase of sports items
- School furniture repair

The voluntary funds collected by SMCs through community participation were spent on the above-mentioned activities. Proper book keeping of the utilized funds were also maintained at the school level for which the SMCs were provided exclusive training.

Overall social impact of Community Participation activities on the target group:

Community participation (CP) is a process of continuous social behavioral change whose impact cannot be measured in the short term however the project has been successful as whole in brining some positive improvement in their collective acceptance of modern means and methods of education through concerted efforts, proper motivation, organization and mobilization. The survey report on community participation also indicates and points the positive social impact of community participation on the target group. The indicators of these changes are: -

- Increase in demand for the establishment of new schools especially for girls.
- Improved physical and learning environment in the schools.
- Increase in sense of ownership among the community.
- Increase in overall enrolment of the students.
- Reduction in students / teachers absenteeism.
- Mobilization of different resources of the community.
- Voluntary fund rising for school development including additional construction, repair and maintenance of school buildings.
- Participation of the parents in various schools functions.
- Monthly meeting of the SMC members including elders of the camp to discuss various issues and its solution.

Description of field activities

Meetings with SMCs and follow up visits

Efforts made by the Community Motivators during the year 2001 for community organization and mobilization

Sub. Center	Meeting with SMCs	Follow up visits
Abbottabad	50	211
Bannu	97	109
Peshawar	84	251
Mardan	50	246
Hangu	73	244
Timergara	64	119
Female	99	272
Total	517	1,452

Campaigns

The CP&D unit through SMCs not only organized different events for community mobilization in general but also took initiative by launching “**cleanliness, uniforms, drought and tree plantation awareness**” campaigns in the schools in order to

develop a sense of environmental improvement and protection among the students, teachers and community by their physical and financial participation. The same were supported by all the students, teachers, head teachers and the field staff through their active involvement.

Campaigns in year 2001:-

Sub center	Cleanliness		Tree plantation		Overall uniform	
	No. of schools	Participation	No. of Schools	Participation	No. of Schools	%age
Abbottabad	33	All students and teachers	33	All students and teachers	33	55 %
Bannu	40		24		40	75 %
Peshawar	49		40		49	90 %
Mardan	33		33		49	80 %
Hangu	43		43		43	72 %
Timergara	37		37		37	63 %
Female	40		54		66	75 %
Total	275		231		301	72 %

The impact of the above campaigns resulted in:

- Improvement of physical condition of the schools
- Improvement and creation of sense of responsibility
- Improvement of discipline and uniformity among the students
- Encouragement of the self-help participation among the students and teachers

As a result of the uniform and tree plantation campaign in year 2001, **72%** students wore proper school uniform, more than **4,700** saplings were planted in **213** schools and similarly **207** different flower pots were also provided to the schools.

Agricultural experimental plots:

During the reporting period, a total of 53 plots in 24 different schools of Bannu, Peshawar and Timergara were brought under cultivation for agricultural purposes in the schools. This idea also enabled to improve ways and means for income generation to the individuals by using the available internal resources.

School publications

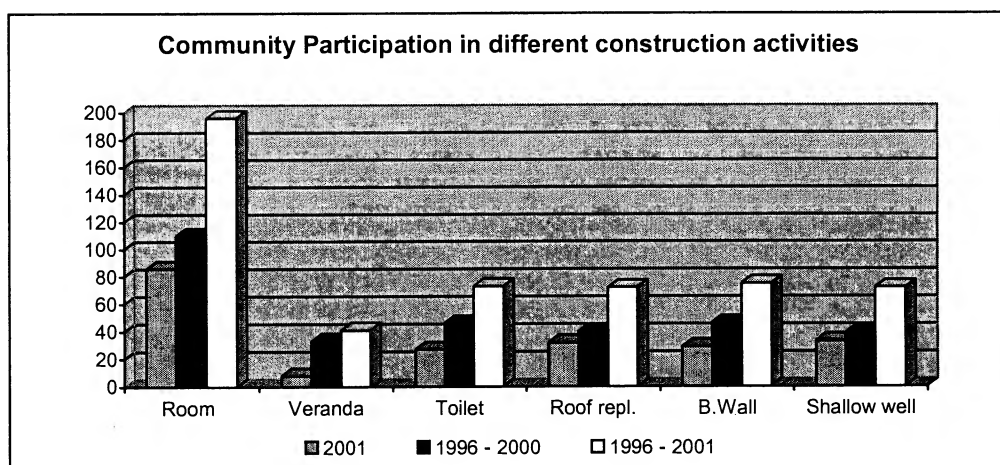
The publication of a school magazine "**FITRAT**" has been a purely self-help initiative of students, teachers and community of ARPS 158 Kachagari, Peshawar. The magazine was published twice during the year 2001 with 2000 copies.

Community input in construction work

Additional construction, repair and maintenance of the schools are regular activity of project implementation where the SMCs provided full assistance (physical and financial) in the construction of additional classrooms, verandas, toilets etc. The positive impact of the construction activities was provision of better facilities for more than 15,000 students. It is also to mention that UNHCR has provided GI sheets to support the construction activities.

Input of community in construction activities during the year 2001.

Sub-center	Class rooms constructed			Verandas constructed			Toilets constructed		
	Schools	No. of rooms	Amount spent in Rs.	Schools	No. of verandas	Amount spent in Rs.	No. of Schools	No. of Toilets	Amount spent in Rs.
Abbottabad	5	7	41,158	-	-	-	4	5	8,420
Bannu	4	8	19,411	1	1	3,500	-	-	-
Peshawar	16	27	180,084	3	3	22,241	6	12	19,175
Mardan	13	21	137,440	1	1	5000	1	2	Free
Hangu	9	15	124,831	-	-	-	4	4	7,970
Timergara	2	2	8,500	1	1	2,082	-	-	-
Female	2	4	23,880	2	2	4,682	4	4	9,471
Total	51	86	535,304	8	8	37,505	19	27	45,036



Improvement in other infrastructure carried out during year 2001.

Sub-center	Roof replacement			Boundary wall construction			Shallow well digging and further			
	Schools	R. Replace ment	Amount spend in Rs.	Schools	No. of B. Wall	Amount spend in Rs.	Schools	No. of well	No. of tanks	Amount spend in Rs.
Abbottabad	6	8	17,080	5	5	7,416	4	-	4	6300
Bannu	-	-	-	3	3	6,934	4	3	1	7,490
Peshawar	1	2	3,369	4	4	24,816	9	6	3	12,731
Mardan	2	2	9,514	1	1	3,060	2	2	-	2,314
Hangu	5	17	21,735	-	-	-	4	4	-	5,088
Timergara	1	2	400	4	4	17,250	18	15	3	38,924
Female	1	1	2,385	2	2	1,350	6	6	-	3,340
Total	16	32	54,483	19	29	60,826	47	33	11	76,187

UNHCR funded additional construction:

UNHCR provided special *one time grant* under the direct supervision of CP&D unit for additional construction works in the schools. The said activity was very carefully and thoroughly checked and monitored by the joint teams comprising the field

officers of UNHCR, Community Motivators and the Administrators. The unit successfully fulfilled the construction exercise in all the operational areas.

Details of utilized funds are as under:

Sub-center	No. of schools	Rooms constructed	Toilet constructed	B. Walls constructed	Amount received	Amount utilized	Community contribution
Abbottabad	13	27	-	-	542,800	542,800	-
Bannu	5	16	1	1	310,558	334,818	18,340
Peshawar	10	20	1	-	311,558	333,911	22,353
Mardan	14	22	2	3	388,200	420,500	37,300
Hangu	11	24	6	1	325,732	381,592	55,860
Timergara	14	34	12	4	620,559	678,599	53,000
Total	67	143	22	9	2,499,407	2,692,220	186,853

Community input in repair and maintenance activities:

Period Activities	Year 2001				1996 – 2000			
	schools	Type of Repair			schools	Type of Repair		
		Full	Partial	Amount		Full	Partial	Amount
White wash	165	102	63	140,855	243	131	133	175,600
Roof, floor, walls mud plaster	67	102	124	79,204	74	97	57	70,886
Rooms, veranda toilet repair	82	15	108	96,241	64	21	57	36,316
Room, floor ground leveling	14	10	4	11,654	51	25	27	28,499
Boundary wall repair	28	13	15	23,621	74	43	85	117,584
Repair doors, windows	85	116 doors	232 windows	30,461	81	157 door	136 windows	25,169
Chairs, benches table repair	66	400 chairs+ benches	82 tables	12,756	86	994 chairs/ benches	133 tables	35,890

Training to SMC's

The purpose behind training of the SMC's is to organize them in taking over their future responsibilities in the field of education. Basic training on community participation and development was given to the SMC's on the following aspects like:

- Educational awareness and importance in the community i.e. to increase the number of beneficiaries
- Community motivation enabling them to take over the proportional educational responsibilities at present and in the future
- Community organization capacitating them to smoothly run educational activities
- Community mobilization for self-reliance and its sustainability
- capacity building to identify resources, problems and the capacity to solve problems by themselves

Details of the SMC's establishment and basic training in year 2001 are as under:

Sub-centers	SMCs establishment		SMCs received basic training		SMCs received refresher training	
	No. of SMCs	Members	No. of SMCs	Members	Refresher Training SMCs to	Members
Abbottabad	3	33	-	-	7	93
Bannu	-	-	-	-	10	103
Peshawar	2	28	3	40	15	170
Mardan	-	-	1	12	6	71
Thall	1	15	1	10	8	102
Timergara	-	-	-	-	8	116
Female	7	80	6	76	16	204
Total	13	156	11	138	70	859

The following table shows refresher training to SMCs during different periods:

Sub-centers	2001	
	Refresher Training to SMCs	SMC members
Abbottabad	7	93
Bannu	10	103
Peshawar	15	170
Mardan	6	71
Thall	8	102
Timergara	8	116
Female	16	204
Total	70	959

d) Production and Publication (P&P)

The main aim of the production and publication unit has been to provide / develop all teaching / learning materials for the learners in order to facilitate and promote the active and learner centered basic education, keeping in view the socioeconomic needs of the Afghans. The material developed for FE and NFE units are implemented on the target groups and modified / finalized after assessing their effectiveness prior to printing. During the year 2001, in the Formal Education, 7 books of different subjects in Pushto were revised while 15 books on various subjects were revised in Dari. Cards were also prepared for effective teaching in this sector. In the Non-Formal sector, the literacy Pushto version of the "Functional learning was revised. Pictorial word cards for Dari primer level were also published in the reporting year. For Vocational Education & Training (Vet), handout "The Fundamentals of Vocational Education & Training" (Pashto), and "Food Preservation" (Pashto), were published this year. In addition to the above, PM&E Guide for Conducting Workshop was published. A detailed mention of all books published and revised may be cited at the end of the report. The project produced material is also

The achievements of the unit for the year 2001 are summarized below:-

a) Mother and Child Health (MCH)

The Mother and Child Health education program aimed at contributing towards development of mother child health through various awareness techniques. This program under the Non-Formal Education program, directly contributes to higher health standards in camp communities. The program offered knowledge and skills to females regarding health issues, e.g. mother and child health, children's prenatal provisions, prevention of children mortality, child growth, nutrition and environmental health, etc. Education for all these issues were administered through 21 sequences recorded in dialogue form in cassettes. These 21 units included all the appropriate knowledge regarding good health, problems of infertility, diet, hygiene, danger signs in pregnancy, breastfeeding, protection of a child against fatal diseases and child development. This program helped the Afghan women to improve their awareness and knowledge about basic needs for their children and themselves. The issue of mine awareness, integrated in the course, helped and familiarized the target group on the dangers of mines.

b) Adult Literacy (male and female)

The Adult Literacy courses mainly targeted those adults who could not acquire basic education at earlier stages of their lives. This course, like other BEFARe courses, is yet another niche-specific program that continues to contribute towards capacity development of adult. The program not only directly contributed to human development of adult groups but also indirectly contributed towards a healthy and better family and camp environment. This program has been facilitating attainment of skills like reading, writing, and simple calculations etc.

Male Literacy Courses in 2001				
S No	Camp	Courses	Registered Participants	Graduate Participants
1	Adizy	2	40	33
2	Akora	18	316	291
3	Baghicha	8	145	131
4	Baraki	9	170	148
5	Gamkool	17	313	272
6	Gandaf	8	150	127
7	Garai	6	105	97
8	Khazana	8	145	136
9	Munda	4	80	75
10	Naguman	4	80	68
11	Shamshato	23	399	373
Total		107	1943	1751

The duration of the literacy course is 18 months. The course has three levels of six months each wherein the participants improve their skills in written language in the

first level i.e. the Primer. The Arithmetic primer is introduced on the second level to provide the participants the basic knowledge of numeric and simple calculations. The Reader level is followed for practicing the newly acquired skills on the third level, having separate versions for males and females.

Female Literacy

In the year 2001, integrated literacy and MCH courses were conducted in various refugee camps. The female project staff regularly visited these courses and provided on-the-job training to the instructors.

The following table shows the total number of courses, instructors and participants who acquired integrated literacy and MCH skills.

Female Literacy / MCH Courses in 2001				
S.No.	Camp	Courses	Registered Participants	Graduate Participants
1	Badaber	20	624	555
2	Akora	12	360	347
3	Jalozai	14	336	420
4	Mera Kachori	11	334	317
Total		57	1654	1639

c) Home Schools (for girls and boys)

These courses are intended for those boys and girls who, for a variety of reasons, cannot or could not go to schools. Home school for girls are run in those camps where there are no school available or schools are at a distance and not easily accessible for the young girls. This program serves as a bridge between FE and NFE for those girls and boys who want to continue their education in the formal school.

Home Schools for Girls in 2001				
S.No.	Camp	Courses	Registered Participants	Graduate Participants
1	Akora	20	558	517
2	Bada Bar	12	347	333
3	Jalozai	14	447	395
4	Mara Kochori	9	316	218
Total		55	1668	1463

Out of School Courses for boys in 2001				
S.No.	Camp	Courses	Registered Participants	Graduate Participants
1	Adizy	10	300	286
2	Akora	12	360	303
3	Baghicha	8	245	236
4	Baraki	12	365	343
5	Gamkool	7	210	201
6	Gandaf	6	185	162
7	Garai	8	260	220
8	Khazana	15	460	446
9	Munda	15	462	429
10	Naguman	6	187	158
11	Shamshato	27	832	806
Total		126	3866	3590

COORDINATION WITH COUNTERPARTS

In its efforts for quality and transparency, GTZ-BEFARe has been open to both internal as well as external evaluation of the objectives and activities it achieved. In this regard, the project, has been striving its best to report all its activities to the donors concerned. The External Affairs unit has been able to coordinate and report on monthly, quarterly and annually, all the achievements of the project to various donors' organizations.

The project has been carrying out various coordination meetings with its partners on regular basis. Various meetings on issues pertaining to the project activities has been carried out with the Education cell, UNHCR, district administration (DA) and other implementing agencies.

List of Books Produced and Developed by P& P section

BOOKS ON FORMAL EDUCATION

A PASHTO VERSION:

1. Revised Pashto Textbook grade 3 Jul. 2001 (ready for print)
2. Revised Pashto Teacher's Guide grade 1, Mar. 2001
3. Revised Pashto Teacher's Guide grade 2, Mar. 2001
4. Revised Math Teachers' Guide grade 1, Mar. 2001
5. Revised Math Teachers' Guide grade 2, Apr. 2001
6. Revised Pashto Textbook grade 3, May 2001
7. Revised Pashto Teacher's Guide Grade III Oct. 2001 (ready for print)

Charts:

B DARI VERSIONS:

1. Dari Textbook grade 2, Apr. 2001
2. Dari Textbook grade 3, Sep. 2001 (ready for print)
3. Dari Teacher's Guide Grade 3, Nov. 2001 (ready for print)
4. Dari Math Textbook grade 1, Jan 2001
5. Dari Math Textbook grade 2, Jan 2001
6. Dari Math Textbook grade 3, Mar. 2001
7. Dari Math Textbook grade 4, Jul. 2001 (ready for print)
8. Dari Math Teacher's Guide Grade 4, Aug. 2001
9. Dari Math Teacher's guide grade 1, Jan 2001
10. Dari Math Teacher's guide grade 2, Jan 2001
11. Dari Math Teachers' Guide grade 3, May 2001
12. Dari Teacher's guide Grade 1, Mar. 2001
13. Dari Teacher's guide grade 2 Sep. 2001 (ready for print)
14. Dari Islamiyat Textbook grade 3, Apr. 2001
15. Dari Islamiyat Teacher's Guide grade 3, Jul. 2001 (ready for print)

Cards:

1. Dari grade 1 pictorial word cards 2001

BOOKS ON NON FORMAL EDUCATION

Literacy

Literacy Pashto Version:

1. Functional Learning, May 2001

Teaching Aids:

B. Dari Version:

Teaching Aids:

1. Pictorial word cards for Dari primer level Jun. 2001

II. MOTHER & CHILD HEALTH (MCH)

Teaching Aids:

III. VOCATIONAL EDUCATION & TRAINING (VET)

1. Handout "The Fundamentals of Vocational Education & Training" (Pashto), Feb. 2001
2. Handout "Food Preservation" (Pashto), Feb. 2001

Miscellaneous:

1. PM&E Guide for Conducting Workshop May, 2001

Total Number:

In the process:

- Dari Math Textbook Grade V
- Dari Math Teacher's Guide Grade V
- Dari Textbook Grade IV
- Dari Generic Teacher's Manual
- Literacy Pashto Follow – up material



In the plan:

- Dari Teacher's Guide Grade IV
- Dari Textbook Grade V
- Dari Teacher's Guide Grade V
- Dari Textbook Grade VI
- Dari Teacher's Guide Grade VI
- Dari Math Textbook Grade VI
- Dari Math Teacher's Guide Grade VI
- Dari VET 2 Hand – outs
- Dari 4 New Topics for NFE
- Dari NFE Follow – up material
- Pashto VET Profession
- Curriculum for 4 Subjects (Math, Physics, Chemistry, English) from Grade VII – XII
- Training Curriculum for 4 Subjects
- Training Modules from Grade VII – IX
- Training Modules from Grade X - XII

